**Teachers:** Caitlin Higgins **Class:** English **Date:** Day 12

**Grade Level:** 9 **Room Number: ---** **Period: ---**

**Unit:** Gender Constructs **Lesson Number:** 3 **Topic:** Public Speaking

**Context:** Students will have read a wide variety of texts around the fulcrum text, *Dairy Queen*, focusing on the ways gender is portrayed, commented on, etc.

**Objectives:**

***Short-Range Learning Objectives:***

-Students will be able to understand the importance of public speaking skills.

-Students will be able to evaluate an effective public speaker.

-Students will be able to effectively public speak on a given topic.

***Long-Range Learning Objectives:***

-Students will acquire effective public speaking skills.

**Rationale:**

***Administrators –*** These public speaking presentation skills are transferrable to the NYS Regents exam in that it focuses on concision, persuasion, and keeping it interesting/hooking the audience.

***Parents –*** Students will engage in a fun activity that is different from traditional instruction and students will gain the skills for effective communication.1

***Students –*** These skills will benefit students in everyday life, simply in communication with others (keeping it interesting, persuading, etc.).

**Background Knowledge and Skills:** Students will be expected to bring their enthusiasm and willingness to try something new into the day’s activity.

**NYS Common Core Learning Standards for Language Arts and Literacy:**

**-**Speaking and Listening 4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

-Speaking and Listening 5 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Summary:** Students will have an opportunity to practice their public speaking by being given a random topic or object to discuss in front of the whole class in one-minute.

**Procedure:**

***Anticipatory Set***

-Teacher will begin with the persona of an ineffective versus effective public speaker (first ineffective to receive negative student reactions then turn it into effective).

***Guided Practice***

-Students will be chosen one by one (either by volunteers, random, specific order) to public speak on a specific topic.

-Students will be provided with a random topic that the rest of the class blurts out (make sure students feel comfortable with it, if not keep brainstorming).

-Students will have one-minute to talk about the topic using the skills and techniques discussed (i.e. students should stand, even if it’s just at their seats).

-This process will continue until everyone has had an opportunity to participate.

-A debrief may occur to receive student feedback, what they learned, etc.

***Instruction***

-Teacher will pass out handout with specific headings to cover.

-As a class, students will read the sections and fill in the information as discussed.

-Student participation will be huge for this portion of the lesson.

***Independent Practice***

-Incorporating the skills into essay presentations.

***Closure***

-Students will be reminded to take these skills and incorporate them into their presentations.

**Special Notes and Reminders to Self:** N/A.

**Materials and Resources Needed:** Copies of handout.

**Accommodations for Students with Special Needs:** N/A

**Assessment of Student Learning:** Students’ participation in in-class activity and ultimately the skills they incorporate into their presentation of their essays.

**Reflection on or Evaluation of Lesson:**

**How to be Effective when Public Speaking …**

1. **Know the Topic**
2. **Organization of Ideas**
3. **Know and Connect with the Audience**
4. **Body Language (posture, eye contact, hand gestures, stance)**
5. **Bring Light to the Speech (humor)**
6. **Deal with the Unexpected (i.e. “going with the flow”)**